INDIVIDUALIZED LEARNING SYSTEMS

for: Career/Vocational Education
Staff Development

CAREER GUIDANCE TECHNIQUES FOR CLASSROOM TEACHERS

VALUING

Teacher Competency:
Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.

CG 0001 VA

VALUING

CG 0001 VA

EIGHT BASIC CAREER GUIDANCE COMPETENCIES FOR TEACHERS

- Enable learners to identify and clarify personal abilities, interests, and values in relation to their career development.
- Enable learners to acquire and apply decision-making skills.
- Enable learners to discover the interactions among life roles, personal life-styles, and occupational choices.
- Identify and use school and community resources which will assist the learners in their career development.
- Enable learners to identify and understand the differences in working relationships associated with various occupations.
- Provide the learner with occupational information.
- Work with the learner to involve parents in the learner's career development.
- Demonstrate a knowledge of appropriate use of commercially produced and teacher-made tests in assisting the learners in their career development.

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CAREER GUIDANCE TECHNIQUES
FOR
CLASSROOM TEACHERS

- VALUING
- DECISION-MAKING
- LIFE-STYLE
- COMMUNITY RESOURCES
- WORKING RELATIONSHIPS
- OCCUPATIONAL INFORMATION
- PARENTAL INVOLVEMENT
- TESTS

This package of career guidance techniques focuses on one of eight basic career guidance competencies that were identified and validated as needed by teachers as they assist in the career development of their students. A total of eight packages are available--one in each of the above eight competency areas.

The sample activities presented here and those which you will add will enable students to obtain a better understanding of themselves, gather information which will help them determine more clearly where they might go with their life and improve their career decision-making skills. In short, each competency provides additional dimensions to the students' every-changing, every-growing career development.

You, the teacher, are the key to this dynamic process. Through your expert help, knowledge and skill--through guidance in your classroom--students can:

- come to know themselves and their capabilities
- gain control and improve their confidence
- improve their career decision-making
- gain a perspective of things learned and done and things to learn and do
- determine the resources they need to achieve multiple goals

The additions you make to the system, blended with the basics provided in these competencies, will provide for needed student growth.

INTRODUCTION

TEACHER COMPETENCY: Enable learners to identify and clarify personal abilities, interests and values in relation to their career development.

Values are things important to you. They have worth, usefulness, desirability. They may be tangible, like a car, a home, a friend or your family, or they may be intangible, like love, trust or honesty. They may be ideas about what is good, beautiful, effective or just worth having or doing, or worth striving to attain. They reflect your needs or your wants.

Interests are things you have a feeling of intentness or concern or curiosity about. They are an important part of your life-style. They are things you ask about, talk about, want to know more about, want to share with others. Your interests no doubt include your values and your abilities. Your interests will no doubt affect your career development. The more you realize what your interests are, the more clearly you understand yourself and what you want out of life.

Abilities are skills or talents, things you are able to do or can learn to do. We all have abilities, though we may differ in the amount and we all have potential to develop more. Obviously, the abilities or skills or talents you have or could develop can have a great effect on what you choose for a career and how successful you would be at it. So it is wise to clearly know the abilities you have.

The activities enclosed are designed to help students identify and clarify their abilities, interests and values and to use them in their thinking about occupational alternatives. By emphasizing their positive qualities, the activities tend to increase the students' sense of confidence and self-worth.

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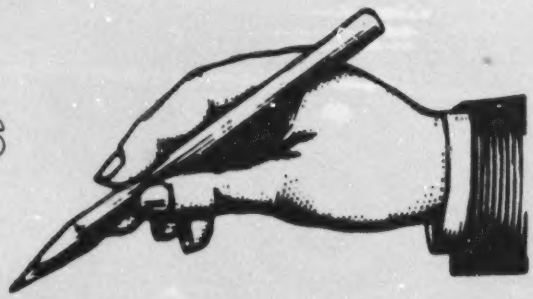

VALUING

Activity 1	STRENGTH BOMBARDMENT. Identifying positive qualities in others.
Activity 2	WORK-VALUE CONTINUUM. Ranking your work values.
Activity 3	20 THINGS YOU LIKE TO DO. Relating values, interests and abilities to careers.
Activity 4	VALUE COLLAGE. Identifying personal values.
Activity 5	JOB INTERVIEW. Relating values to jobs.
Activity 6	I AM PROUD OF. . . Learning from sharing.
Activity 7	YOU AND YOUR ABILITIES. Identifying the number and variety of your abilities.
Activity 8	WHAT ARE MY APTITUDES. Evaluating yourself on 11 basic abilities.
Activity 9	APPRAISING YOUR INTERESTS AND ACTIVITIES. Relating them to potential occupations.
Activity 10	24-HOUR DECISION-MAKING GRID. How you feel about your decision-making.
Activity 11	EVALUATING ABILITIES AND INTERESTS. Relating them to occupations.
Activity 12	RELATING INTERESTS TO OCCUPATIONS.

VALUING
Activity # 1
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DESCRIPTIVE ACTIVITY TITLE: Strength Bombardment

GOALS: To help students identify the many different positive qualities (abilities, skills, traits, characteristics) they possess.

GRADE LEVEL: X JH
X HS
X PHS
(This activity is adaptable to all subjects.)

GROUP SIZE: Triads

TIME REQUIRED: 45 min.

MATERIALS REQUIRED

3 x 5 slips

PHYSICAL SETTING

Classroom

PROCEDURE:

1. The group brainstorms onto a master list, preferably on a blackboard, the qualities, skills and abilities that an ideal waitress would have.
2. Give everyone five minutes of "quiet time" to review a productive working day or an accomplishment he or she is proud of. (The day or accomplishment can have occurred at any time in the past.)
3. Divide into triads.
4. Each triad counts of (1,2,3) and the No. 1's narrate their working day or accomplishment while the others jot down the positive qualities (abilities, skills, traits, attitudes, characteristics) they observe on 3 x 5 slips.
5. When the narrator finishes, he or she jots down the positive qualities they observe in themselves and states them to the others.
6. Then, in turn, the other two tell the narrator the qualities they observed and give them their notes.
7. Repeat the process with No. 2 and No. 3.

The exercise gives each person written lists of the positive qualities others observed in them--often qualities and abilities they may not have clearly identified in themselves. The exercise is affirming and supportive to each participant.

SUGGESTION: Continue the discussion by categorizing the qualities into aptitudes, abilities, interests, traits, etc.

VALUING
Activity # 2
Page 1 of 2

DESCRIPTIVE ACTIVITY TITLE: Work Value Continuum

GRADE LEVEL: ___ JH
__X__ HS
__X__ PHS

GROUP SIZE: ___

TIME REQUIRED: 40 min.

GOALS: Students will be able to identify their own needs on a work values continuum.

MATERIALS REQUIRED

Work Value Continuum sheet.

PHYSICAL SETTING

Any

PROCEDURE:

1. Mark the Work Value Continuum somewhere between 1 (low) to 10 (high) as you feel the importance of the work value to you.
2. Rank order the five work values that were most significant to you.
3. Share with another person how those five values relate to your present occupation (or to a volunteer activity or any responsibility you have, including school).
4. Make a list of other occupations which might use your work value preferences.

	WORK VALUE CONTINUUM		
Creating and trying new ideas	1	5	10
Solving problems and challenges	1	5	10
Feeling of helping someone	1	5	10
Potential for salary increases	1	5	10
Doing a variety of activities on the job	1	5	10
Feel independent to make decisions	1	5	10
To have others see your occupation as being important	1	5	10
To give beauty or aesthetic expression to your work	1	5	10
To form social ties with co-workers	1	5	10
To feel that your job will be secure	1	5	10
Feel free to live your personal life-style	1	5	10
To feel your boss is considerate of you	1	5	10
Importance of work environment	1	5	10
To feel good about the results of your work	1	5	10
Use leadership and organizational abilities	1	5	10
Learning new things	1	5	10

Other:

DESCRIPTIVE ACTIVITY TITLE: 20 Things You Like to Do

GRADE LEVEL X JH
X HS
X PHS
(This activity is adaptable to all subjects).

TIME REQUIRED: 1 hour

GOALS: To help students recognize values, interests and abilities and relate them to careers.

MATERIALS REQUIRED

Paper and pencil for each student.

Symbol list for teacher.

PHYSICAL SETTING

Classroom

PROCEDURE:

Student will list twenty things he likes to do.

When the lists are done, the facilitator tells the participants to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign ($) is to be placed beside any item which costs more than $2 each time it is done. (The amount could vary, depending on the group.)
2. Place a stick figure by those items which you like to do with other people.
3. Put a tree by these items which you do outside.
4. Place a by those activities you do during the day and a half moon by the activities you do in the evening. Put both symbols next to the activities which may be done at either time.
5. Put a "J" by those items which you could do as a job.
6. Rank order the five most important activities.
7. From the five most important activities write down three careers that include your activities. (Additional symbols may be developed.)

IDEAS FOR FOLLOW-UP

1. Students look up information on the three careers that fit their interests, abilities and values.
2. Discussion - small or large group.

DESCRIPTIVE ACTIVITY TITLE: Value Collage

GRADE LEVEL X JH
X HS
PHS

GOALS: To help students identify their values.

GROUP SIZE: Any

TIME REQUIRED: 1 hour

MATERIALS REQUIRED

Construction Paper

Magazines

PHYSICAL SETTING

Classroom or at home

PROCEDURE:

1. Using construction paper cut a silhouette of yourself.
2. Find pictures, phrases, words, etc., from magazines that express something about you or something you value about your career.
3. After placing the images on the silhouette, share the collage with the group.

DESCRIPTIVE ACTIVITY TITLE: Job Interview

GRADE LEVEL ___ JH
X HS
X PHS
(This activity is adaptable to all subjects.)

GOALS: Students express their values in a role-playing job interview.

MATERIALS REQUIRED

Handout with interview questions.

PHYSICAL SETTING

Classroom

GROUP SIZE: 5 persons

TIME REQUIRED: Teacher Determined

PROCEDURE:

1. Hand out interview questions.

2. Group into 5's (the interviewer, interviewee and three listeners). Rotate roles.

3. Instruct the group, "We would like to find this person a job. As you listen, think of three careers that would fit this person."

4. The interview.

   a. What do you do in your spare time? Why? What are your hobbies?
   b. What would you like to be able to do in your spare time? Why?
   c. What are you looking for in a career?
   d. What do you want to be doing in ten years?
   e. How many hours a day would you be willing to put into a career?
   f. How much money per hour do you feel you are worth? If there were other benefits to the job, such as self-satisfaction or prestige, would you be willing to take lower pay?
   g. Why should we hire you?
   h. What abilities do you have?
   i. What is your favorite subject in school?
   j. How much education do you feel you need to go to work for us?
   k. How would you describe yourself?
   l. What do your friends say about you?
   m. If you had the chance to travel as part of the job, would you do so?
   n. Would you be willing to relocate (move)?

5. Each "job placement" listener in the group will suggest three careers applicable to the interviewee and give reasons for choosing them. (These may be expressed as "people, data or things" as classifications).

   Examples: People jobs: waitress, sales, receptionist.
   Data jobs: computer operation, secretarial.
   Things: truck driver, bulldozer operator, production line worker.

DESCRIPTIVE ACTIVITY TITLE: I Am Proud of. . .

GOALS: Students will learn about themselves by investigating their positive attributes.

GRADE LEVEL: X JH, X HS, PHS

ADAPTABLE TO:
FA, Sci.
LA, X SS
M, V
PE, X Any

GROUP SIZE: Any

TIME REQUIRED: 1 class period

MATERIALS REQUIRED

PHYSICAL SETTING

Any

PROCEDURE:

After you ask the question, students are called on rapidly to respond with "I'm proud of . . . ," "I'm proud that . . . ," etc.

POSSIBLE QUESTIONS:

What is something you are proud of that you can do on your own?
What is something you are proud of in relation to money?
What is something you have done about the ecology issue that you are proud of?
Any new skill you have learned within the last month or year?
The completion of a task that was very laborious.
A family tradition you are particularly proud of.
Anything you've made with your own hands?
A time when you made a shrewd purchase or got a good bargain?
Anything you've done to increase your repertoire of responses to a situation?
A dangerous thing you tried and succeeded at?
A new learning about which you feel proud?
Anything you've done to add to the store of beauty in this world?

EVALUATION:

Ask students to think about what they have learned or relearned about themselves or their values. Repeat above process with responses,

"I learned that I . . . ,"
"I realized that I . . . ,"
"I relearned that I . . .,"

VALUING
Activity # 7
Page 1 or 5

DESCRIPTIVE ACTIVITY TITLE: You and Your Abilities

GRADE LEVEL: X JH
X HS
X PHS

(This activity is adaptable to all subjects.)

TIME REQUIRED: 1 hour

GOALS: Students will become aware that they have many different abilities, some that will be useful in a chosen occupation.

MATERIALS REQUIRED

"You and Your Abilities inventory (4 pages)

PHYSICAL SETTING

Classroom

PROCEDURE:

1. Give each person a "You and Your Abilities" inventory.
2. After they have completed the inventory, individuals may share what they discovered about some of their abilities. Do this in small groups or the full class, as you choose.

   They may discuss such things as becoming aware of multiple abilities, or whether they discovered an area in which many of their abilities were focused, etc.
3. How may these abilities relate to career interests?
4. Other discussion as it develops.

You and Your Abilities Inventory
Byrne

Here is a series of questions intended merely to help you to discover yourself: If you end up with more "yes" than "no" responses for any group of questions, you may assume that this area is probably one in which you are likely to shine--or at least one you should investigate further.

	YES	NO
1. Do you learn rapidly and easily?	___	___
2. Do you reason things out for yourself?	___	___
3. Do you see relationships between what you learn and what you have previously learned?	___	___
4. Do you remember what you heard or read without much effort?	___	___
5. Do you have a large vocabulary which you are able to use easily and accurately?	___	___
6. Of those read by most of your classmates?	___	___
7. Do you have the ability to solve difficult mental problems?	___	___
8. Do you ask intelligent questions?	___	___
9. Do you have a wide range of interests of hobbies?	___	___
10. Do you figure out original ways of doing things?	___	___
11. Do you have knowledge of a particular field far in advance of your classmates?	___	___
12. Do you have a mind which is alert, observant, and quick to respond to new situations?	___	___

Because science plays such a big role in the world today and there is renewed emphasis on scientific subjects in the schools, ability in this area is becoming increasingly important for academic success. Here are some questions about your ability in the area of science:

	YES	NO
1. Do you have an understanding of mathematics far in advance of most people in your class?	___	___
2. Do you have a clear understanding of logical relationships.	___	___
3. Do you have especially good eye-hand coordination?	___	___
4. Do you spend time far beyond that required for an assignment on a subject of special interest to you?	___	___
5. Do you have the ability to continue working on a project or experiment in spite of repeated failures?	___	___
6. Do you want to know the causes and reasons for things which happen?	___	___
7. Do you spend a great deal of time on special projects, such as constructing a radio or phonograph, or making a telescope?	___	___
8. Do you read scientific literature and find satisfaction in thinking about and discussing scientific inventions, discoveries, or events?	___	___

General Creative Ability

Some people are endowed with the ability to think creatively, originally. They are the ones responsible for varied aspects of our progress--social, scientific and cultural.

They are the "idea" people, and the fruits of their creativity may blossom in industry or science, or in art or writing or drama or music. The creative person may invent something entirely new, or design a building, or paint a masterpiece. Leonardo da Vinci did all three. But he was unusual. Most of us would be glad to excel in any one area. Answer the questions below to see whether you may be hiding some creative light under a bushel.

	YES	NO
1. Are you the kind of person who is likely to have new ideas on many subjects?	___	___
2. Are you the kind of person who invents things or creates original stories, essays, plays, poems, tunes, or sketches?	___	___
3. Are you the kind of person who can use materials, words, or ideas in original ways?	___	___
4. Are you the kind of person who sees flaws in methods or procedures and can suggest better ways of doing things?	___	___
5. Are you the kind of person who experiments with new methods or ideas?	___	___
6. Are you the kind of person who is flexible and open-minded; changes his mind if necessary; is not afraid of new ideas?	___	___

Artistic Talent

	YES	NO
1. Do you enjoy drawing or painting?	___	___
2. Do you usually choose a subject, technique, or composition different from those most students select?	___	___
3. Do you have some kind of artistic performance as a hobby?	___	___
4. Do you use art as a means of expressing your feelings or reactions?	___	___
5. Do you feel an interest in other people's art work? Do you appreciate, criticize, and learn from it?	___	___
6. Do you like to model clay, carve, or produce other kinds of three-dimensional art?	___	___
7. Do you produce pictures, designs, or objects which other people (particularly those competent to pass discriminating judgment) admire?	___	___

Dramatic Talent

	YES	NO
1. Are you able to use your speaking voice effectively to reflect changes in mood or action?	___	___
2. Are you able to shift into the personality of the character you are trying to represent?	___	___
3. Are you able to produce a desired effect on an audience, and elicit their applause and appreciation?	___	___
4. Are you able to communicate feelings by means of facial expression, gestures, and movement?	___	___
5. Are you able to dramatize your feelings and experiences?	___	___
6. Are you able to mimic or imitate others successfully?	___	___
7. Are you able to win the praise of competent judges of dramatic performance?	___	___

Musical Talent

	YES	NO
1. Do you have an exceptionally good voice? Do other people regularly ask you to sing, and do they express enjoyment when they hear you?	___	___
2. Do you have advanced training in singing, or in playing a musical instrument?	___	___
3. Do you perform in an organized musical group?	___	___
4. Are you very interested in musical performance--vocal or instrumental?	___	___
5. Are you willing to practice intensively in order to perfect the talent you have?	___	___
6. Have you, in the opinion of a competent judge, musical talent far above that of most persons?	___	___

Persuasive Ability

Another ability which plays an important part in your life may be called "the power of persuasion." It is probably a combination of physical, mental, and personality traits which enables certain people to perform successfully as courtroom lawyers, political debaters, or salesmen. It adds up to the ability to move someone to action, whether that action is to buy a magazine subscription or to vote for a presidential candidate. The power to persuade may show up in your ability to win a debate, or sell a hostile housewife a brush which will groom the family's cocker spaniel. Persuasive ability is measured by how effective one is in selling a product or an idea to other people.

	YES	NO
1. Are you good at selling things?	___	___
2. Are you good at making your points in a discussion?	___	___
3. Are you good at debating?	___	___
4. Are you good at persuading friends, classmates, or members of your family to do something you feel should be done?	___	___
5. Are you good at getting people to carry out their jobs on committees or in other group projects?	___	___

Physical Skills

These are the skills which are represented by your ability to do things requiring strength, coordination, and endurance. Physical ability usually is immediately evident in gym class or on the playing field or in the swimming pool. You usually know when you are good, and it's no secret to the members of your class, either. At any rate, here are some questions which will verify what you know about your physical skills.

	YES	NO
1. Do you have a great deal of energy and require considerable exercise to be happy?	___	___
2. Do you enjoy participating in highly competitive games?	___	___
3. Do you have a reputation as an outstanding performer in one or more competitive sports?	___	___
4. Do you like outdoor sports, hiking, and camping?	___	___

Physical Skills (cont.)

	YES	NO
5. Do you usually win races in which you compete?	___	___
6. Do you have unusually good physical coordination?	___	___
7. Do you spend a lot of time swimming or playing basketball, tennis, football, baseball?	___	___

Manual Dexterity

Manual dexterity is another skill that shows up only indirectly in your school activities. It involves the coordination of the movements of your arms, hands, and fingers in doing various tasks. In one test measuring this skill, for example, the test-taker must insert pegs in two columns of holes, first with one hand, then with the other, then using both hands together. Then he must assemble pins, washers, and collars and insert them in the holes. The number of tasks he completes during a certain time period indicates the dexterity with which he can use his arms, hands, and fingers.

Manual dexterity is important in many semiskilled factory jobs, such as those done by various types of packers and assemblers. It is also important in many mechanical, professional, and clerical jobs. The surgeon, the auto mechanic, and the typist, for example, would not be very successful at their jobs if they were "all thumbs." Although they need other abilities too, manual dexterity is helpful in their work.

	YES	NO
1. Are you good at putting things together, such as puzzles or objects in several parts?	___	___
2. Are you good at craft projects where you must work with delicate materials or tiny parts?	___	___
3. Are you good at operating machines such as movie projectors?	___	___
4. Are you good at working with mechanical gadgets such as motors?	___	___
5. Do you like assembling objects with many small parts, such as model ships or planes?	___	___
6. Do you like to build things that require painstaking work?	___	___

VALUING
Activity # 8
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DESCRIPTIVE ACTIVITY TITLE: What Are My Aptitudes

GOALS: Students will evaluate themselves on 11 basic abilities.

GRADE LEVEL: X JH
X HS
X PHS

(This activity is adaptable to all subjects.)

GROUP SIZE: Individual

TIME REQUIRED: 15 min.

MATERIALS REQUIRED

"What Are My Aptitudes?" sheet

PHYSICAL SETTING

Classroom, home, etc.

PROCEDURE:

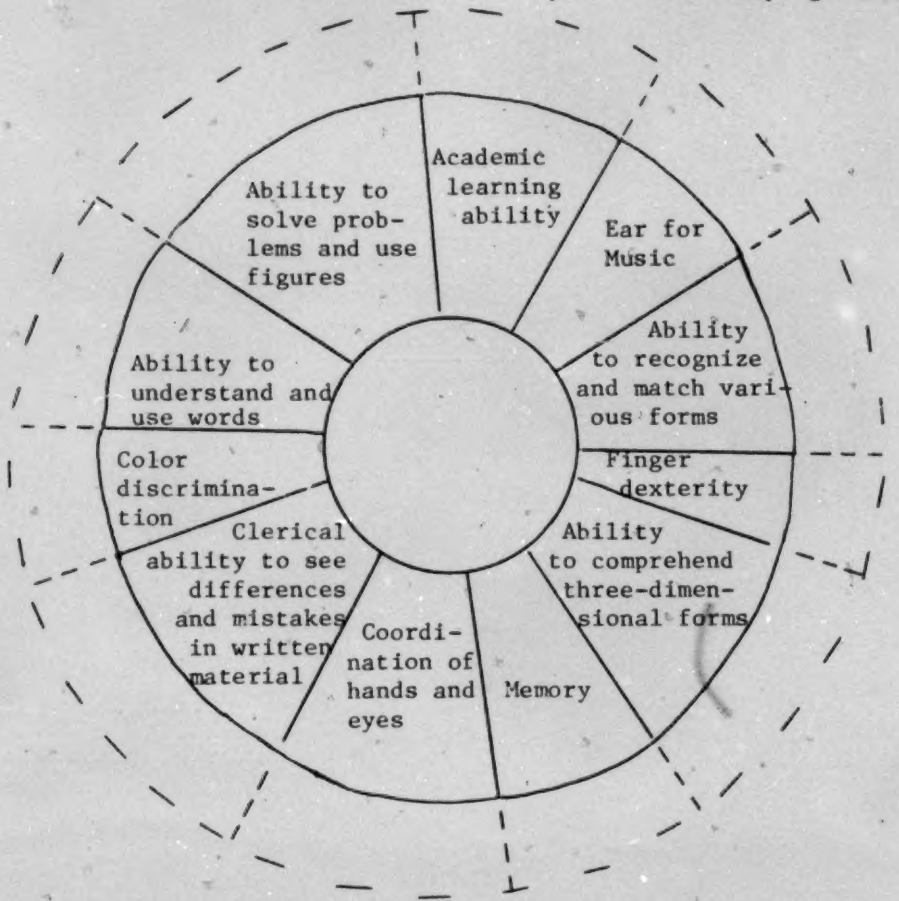
Described on "What Are My Aptitudes?" sheet.

What Are My Aptitudes?

The ability chart on this page lists the abilities that everyone has, but in differing degrees. It will help give you a broad picture of your own abilities and aptitudes, and will indicate your capacity for learning and doing different kinds of work.

Be sure to put your name and date in the center of the wheel.

HANG ON TO THIS! It will be interesting for you to see how your self-assessment changes as your self-concept grows.


Academic learning ability
Ear for Music
Ability to recognize and match various forms
Finger dexterity
Ability to comprehend three-dimensional forms
Memory
Coordination of hands and eyes
Clerical ability to see differences and mistakes in written material
Color discrimination
Ability to understand and use words
Ability to solve problems and use figures

Instructions for using the aptitude wheel:

Grade each of your abilities as you really feel you rate at present. Use the following scale, and place the grade within the broken circle above the appropriate trait.

A - unusual amount
B - above-average amount
C - average amount
D - below-average amount
E - very limited amount

DESCRIPTIVE ACTIVITY TITLE: Appraising Your Interests and Activities for a Potential Occupation

GRADE LEVEL: X JH, X HS, X PHS

(This activity is adaptable to all subjects).

GROUP SIZE: Individual

GOALS: Students will related their interests and activities to potential occupational choices.

MATERIALS REQUIRED

1. Instruction sheet
2. Interest and Activity Appraisal Sheet

PHYSICAL SETTING

Classroom, etc.

PROCEDURE:

1. Hand out the two sheets:
   --Instruction sheet for interest and activity appraisal.
   --Interest and activity appraisal.
2. When students have finished, have them compile a master list of occupations that involve each of the column headings.
3. Ask them to identify various skills involved in each of the interests or activities. For example, music may involve the ability to read music, understand composition, finger dexterity, etc.

INSTRUCTION SHEET FOR INTEREST AND ACTIVITY APPRAISAL

Objective: To relate your interests and activities to potential occupational choices.

List 10 to 20 of your present interests or activities.

Check or comment on each interest or activity in the columns across the page as follows:

Rank	-After you have completed the list go back and rank them in order of preference.
How Often	-Estimate now frequently you do the activity.
People/Alone	-Note whether you prefer to do the activity alone or with someone.
Indoors/Outdoors	-Note preference.
Money	-Estimate the cost of doing the activity.
Risk	-Check if there is some kind of risk involved.
Prestige	-Those activities which you believe give recognition.

After you have completed the appraisal, you may wish to total the categories. It might tell you something about your interests and yourself in relation to your career development.

--If you found your interests frequently involve people, what occupation can you name which are people-oriented?

--If your interests were largely indoors/outdoors, name occupations which are related to this item.

--If you find money and important factor to your interest, what are some occupations that would satisfy this?

--If you enjoy an element of risk, what occupations can you think of which include this element?

--If you find that prestige is important, which occupations do you believe are prestigious?

INTEREST AND ACTIVITY APPRAISAL

INTEREST	rank	how often	people/alone	indoors/ outdoors	money	risk	prestige

VALUING
Activity # 10
Page 1 of 2

ADAPTABLE TO: X SS

TIME REQUIRED: 1 hour

DESCRIPTIVE ACTIVITY TITLE: 24-Hour Decision-Making Grid

GOALS: To help students realize who influences their decisions and how they feel about their decision-making.

MATERIALS REQUIRED

24-Hour Decision-Making grid

Crayons

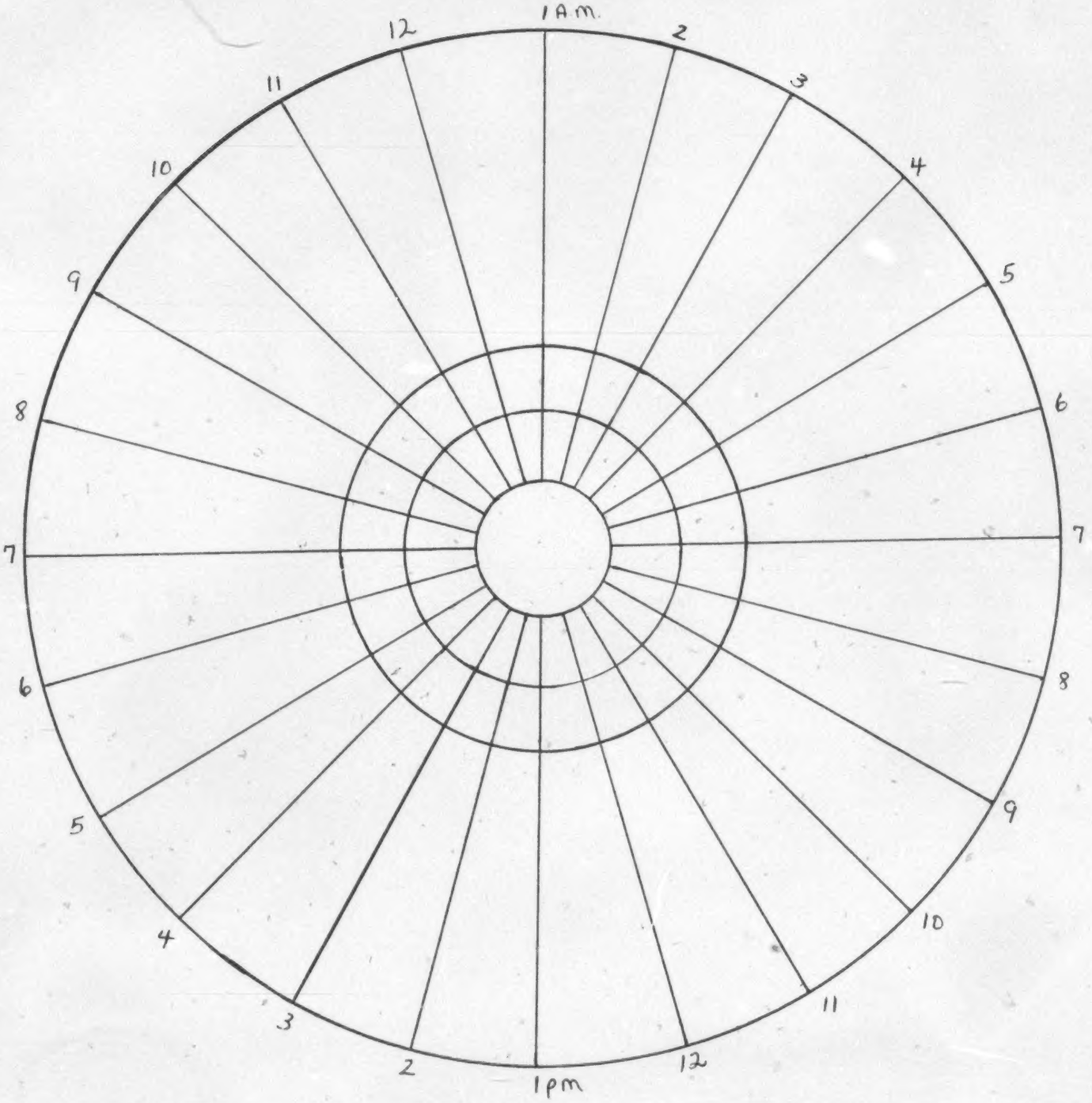
PHYSICAL SETTING

Classroom

PROCEDURE:

1. Hand out decision-making grid with color code.
2. Students list the activities or experiences and decisions each hour. Then, following the color code, color in who influenced each decision and how the student felt about it.
3. Students conclude who is influencing most of their decisions, how they feel in general about their decisions, and what values and interests were revealed.
4. How can this information help the student in making future decisions? How can such information be applied to choosing an occupation?

Decision-Making Grid



OUTSIDE RING
State activities and decisions made

SECOND RING
(CONCERNS)
Red - Disliked
Blue - Okay
Green - liked very much

THIRD RING
(WHOLE DECISION)
Yellow - Totally my own
Orange - Mine because someone expected of me
White - someone else

VALUING
Activity # 11
Page 1 of 2

GROUP SIZE: Any

TIME REQUIPED: 1/2 hr.

DESCRIPTIVE ACTIVITY TITLE: Evaluating Abilities and Interests

GOALS: Students will relate abilities and interests to occupations.

MATERIALS REQUIRED

PHYSICAL SETTING

Any

PROCEDURE:

Rank order the following interest areas:

Outdoor	Artistic
Mechanical	Literary
Computational	Musical
Scientific	Social Service
Persuasive	Clerical

Grade your abilities on a scale of 1 to 5 (low to high):

Verbal	Finger Dexterity
Numerical	Manual Dexterity
Spatial	Eye-Hand-Food Coordination
Form Perception	Color Discrimination
Clerical Perception	Intelligence
Motor Coordination	

What abilities do people with the following interests need?

Outdoor:	Artistic:
Mechanical:	Literary:
Computational:	Musical:
Scientific:	Social:
Persuasive:	Clerical:

Match the abilities with the definitions:

1.	Verbal	_____	See differences in colors
2.	Numerical	_____	Coordinate hands and eyes
3.	Spatial	_____	See differences and mistakes in written materials
4.	Form Perception	_____	Understand and use words and ideas
5.	Clerical Perception	_____	Move and work with the fingers
6.	Motor Coordination	_____	Learning ability
7.	Finger Dexterity	_____	Solve problems and use fingers
8.	Manual Dexterity	_____	See and compare the different shapes of objects
9.	Eye-Hand-Foot Coordination	_____	Work with hands easily and skillfully
10.	Color Discrimination	_____	Move eye-hand-foot in response to what is seen
11.	Intelligence	_____	Reorganize and match various forms

Match the following interests to their corresponding occupations:

1.	Outdoor	_____	Doctor, chemist, nurse
2.	Mechancial	_____	Farmer, forester, landscape gardener, construction laborer, truck driver
3.	Computational	_____	Salesman, sales clerk, demonstrator
4.	Scientific	_____	Carpenter, mechanic, repairman, plumber, printer, painter, television serviceman
5.	Persuasive	_____	Bookkeeper (machine operator), clerk (billing payroll, stock, cost)
6.	Artistic	_____	Bookkeeper, secretary, cashier, typist, telephone operator, machine operator, clerk (file, shipping, mail, etc.), office boy or girl, stenographer
7.	Literary	_____	Practical nurse, nurse's aide, teacher, counselor, orderly
8.	Musical	_____	Reporter, editor, author, poet
9.	Social Service	_____	Actor, composer, music store clerk
10.	Clerical	_____	Painter, beautician, barber, florist designer

DESCRIPTIVE ACTIVITY TITLE: Relating Interests to Occupations

GRADE LEVEL: X JH
X HS
X PHS

(This activity is adaptable to all subjects.)

TIME REQUIRED: 1 hour

GOALS: Students learn that interests and leisure activities are important considerations in choosing an occupation.

MATERIALS REQUIRED

3 x 5 cards

PHYSICAL SETTING

Any

PROCEDURE:

1. Put group in a circle.
2. Give each person a card. On one side they list the thing they like to do most for enjoyment, then pass it to the person next to them.
3. Person receiving the card turns it over, lists one occupation that would satisfy the interest, and passes it on. Each will add another occupation and pass the card on until each card is returned to the originator.
4. Discussion. What occupations appeal to you? What abilities and skills are needed for this career?

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